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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 21 titles deal with a variety of topics, including the following: (1) a teacher training packet for fifth and sixth grade reading teachers, (2) the relationship of intellectual and nonintellectual variables to performance on the National Teacher Examinations, (3) teacher decision making, (4) the development of teachers' reading conceptions, (5) the verbal and nonverbal behaviors of reading teachers, (6) training teachers to teach reading to the mildly handicapped, (7) the role of the administrative reading coordinator, (8) the diagnostic skills and training of reading clinicians, (9) elementary school principals' and secondary school teachers' conceptions of reading, (10) information sources used by elementary school reading teachers, (11) teacher questioning techniques, (12) inservice reading education for teachers of bilingual and elementary school students, (13) attitudes of English teachers toward black English and dialects, (14) primary school teacher inservice system for writing instruction, and (15) the selection of a reading curriculum by state supported and Title I kindergarten teachers. (AEA)

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TEACHER CHARACTERISTICS AND TEACHER EDUCATION IN READING AND ENGLISH LANGUAGE ARTS INSTRUCTION:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, January through June 1981 (Vol. 41 Nos. 7 through 12)

Compiled by the staff of the
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Abstracts of the following dissertations are included in this collection:

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RELATIONSHIP OF ACT SCORES, SOPHOMORE GRADE POINT AVERAGES, VOCABULARY AND READING COMPREHENSION, MAJOR AND SEX TO PRESERVICE TEACHERS' PERFORMANCE ON THE NATIONAL TEACHER EXAMINATIONS FROM JULY 1978 TO FEBRUARY 1980

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A STUDY OF TEACHER DECISION MAKING IN READING CLASSROOMS

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ANALYSIS OF VERBAL AND NONVERBAL BEHAVIORS OF TEACHERS TEACHING READING

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THE DEVELOPMENT AND VALIDATION OF A READING MEDIA SIMULATION PROGRAM FOR TRAINING TEACHERS TO TEACH READING TO MILDLY HANDICAPPED CHILDREN

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THE ROLE OF THE EFFECTIVE ADMINISTRATIVE READING COORDINATOR AS PERCEIVED BY THE COORDINATORS, TEACHERS, PRINCIPALS, AND OTHER ADMINISTRATORS

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THE PROCESS AND OUTCOMES OF DIAGNOSTIC PROBLEM SOLVING AMONG EIGHT READING CLINICIANS

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SECONDARY TEACHERS' PERCEPTIONS OF CONTENT READING PRACTICES

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THE ELEMENTARY PRINCIPAL'S PERCEPTIONS OF HIS TRAINING AND ROLE AS LEADER OF THE SCHOOL'S READING PROGRAM

THE DEVELOPMENT AND EVALUATION OF A METHOD FOR TRAINING TEACHERS TO TEACH READING Order No. 8106544

ANDERSEN, BARBARA (BOBBI), ED.D. *Brigham Young University*, 1980. 210pp. Chairman: Blaine H. Moore

The purposes of this study were to develop a teacher-training packet for use with fifth and sixth grade teachers utilizing the questioning strategies contained in the developmental work of Moore and Dunn to evaluate the effectiveness of this training packet, using students' gain test scores. The experimental group was composed of teachers trained in the packet for this study. The control group was students of teachers in the same schools who were not trained in the questioning strategies contained in the packet.

Based upon the data, it was found that: (1) the teacher-training packet was developed and used to train the experimental teachers and the training was effective for teachers; (2) the effectiveness was reflected in students' gain scores at the .01 level of significance and attitude and comprehension gains were not correlated. It was concluded that the training of teachers and their subsequent use thereof is an effective means of developing comprehension skills in children.

RELATIONSHIP OF ACT SCORES, SOPHOMORE GRADE POINT AVERAGES, VOCABULARY AND READING COMPREHENSION, MAJOR AND SEX TO PRESERVICE TEACHERS' PERFORMANCE ON THE NATIONAL TEACHER EXAMINATIONS FROM JULY 1978 TO FEBRUARY 1980

Order No. 8105172

BOCLAIR, MATTIE ROBINSON, ED.D. *Mississippi State University*, 1980. 91pp. Director: Dr. John P. Wollenberg

The purpose of this study was to investigate the relationship of a number of intellectual and nonintellectual variables to performance on the *National Teacher Examinations*. This study focused on the relationships between *American College Test* score, sophomore gradepoint average, vocabulary and reading comprehension scores as measured by the Nelson-Denny Reading Test, sex and *National Teacher Examinations Composite Score*.

This study was conducted during the spring semester of 1980. The population consisted of 191 subjects, 81 elementary student teachers, 70 secondary student teachers and 20 other student teachers. These students were enrolled in directed teaching at a predominately black university in the rural Mississippi Delta during 1978-1980.

American College Test scores, sophomore grade-point average, major and sex were obtained from the official transcripts in the Office of the Registrar. The scores on the *Nelson-Denny Reading Test* were obtained from the Counseling Office at the university. Scores on the *National Teacher Examinations* were obtained from the Office of the Division of Education.

Five null hypotheses were used as the basis for the study. Hypotheses one and two concerned the relationship of vocabulary and reading comprehension, sophomore grade point average, *American College Test* scores and achievement on the *National Teacher Examinations*. Hypotheses three and four concerned the relationship of elementary major, secondary major, sex, and achievement on the NTE. Hypothesis five involved the relationship between the *National Teacher Examinations* and the combined effects of the variables.

Multiple regression techniques were utilized to obtain the significance of the relationship among the intellectual and nonintellectual variables (vocabulary and reading comprehension, sophomore GPA, ACT scores, academic major, sex) and the NTE composite score. A relationship was considered significant at the .01 level or the .05 level.

Conclusions. Based on data analyzed in this study, the following conclusions were reached: (1) The statistical analysis of the relationship in vocabulary and reading comprehension, to NTE scores showed that a significant relationship existed at the .01 level. (2) The statistical analysis of the relationship among GPA, ACT, and NTE showed that a significant relationship existed at the .01 level. (3) The statistical analysis of the difference in academic major and NTE showed that no significant differences existed. (4) The statistical analysis of the differences between sex groups and the NTE showed that no significant differences existed. (5) The statistical analysis of a significant correlation between any combination of variables showed that a significant correlation existed among vocabulary and reading comprehension, ACT score, sophomore GPA, and the NTE composite score. No significant correlation existed among sex, academic major, and NTE composite score.

A STUDY OF TEACHER DECISION MAKING IN READING CLASSROOMS Order No. 8106358

BUIKE, SANDRA, PH.D. *Michigan State University*, 1980. 245pp.

Based on the premise that teacher decision making is a significant variable influencing instructional effectiveness (Shulman, 1975; Shulman & Elstein, 1975; Clark & Yinger, 1978), this study was designed to provide an understanding of teacher decision making as it shaped the course of reading instruction in four classrooms. Using the fieldwork methods of the participant observer, four teachers' classrooms were studied over the course of the school year in order to discover the decisions teachers made and describe how these decisions were reflected in their classroom practice.

The four teachers studied made testing, grouping, materials, and management decisions within the first month of school. These decisions served as the basis of organization for the teachers' reading programs for the remainder of the school year. In addition, these early decisions served as the basis for the modification of decisions, on-the-spot decision making, and the teacher evaluation of student performance.

Through coming to understand the four teachers' decision making, the researcher concluded that the underlying purpose of their decision making was not concerned with the instruction of students but rather with the facilitation of effectively managing a classroom of twenty-five to thirty students. Teachers relied heavily on materials to (1) make their instructional decisions for them, and (2) to provide the structure and organization for the flow of activities which was needed to achieve optimal classroom management. In addition, the researcher concluded that teacher decision making is not independent of the context in which it occurs, which suggests the need for the conceptualization of a model of teacher decision making based on the realities of classroom life.

The study provides the basis for continued research in the area of teacher decision making in general and teacher decision making in reading classrooms in particular. In the area of teacher education, the study has significance for the development and the teaching of reading education courses.

A DESCRIPTIVE STUDY OF HOW THREE TEACHERS DEVELOPED AND MODIFIED THEIR READING CONCEPTIONS OVER TIME Order No. 8106360

CHAPPELL, LUTHENE BRUINSMA, PH.D. *Michigan State University*, 1980. 259pp.

Studies are being conducted which identify teachers' conceptions of reading, but none was found which focused on the way teachers' conceptions are developed and modified. As a consequence, the purpose of this study was to describe how teachers' conceptions of reading are developed and modified over time and to generate hypotheses concerning these conceptual changes.

The definition for conceptions of reading was taken from the writings of Buike and Duffy who defined them as "the sum of the statements which the teacher offers as an explanation for the decisions he/she makes about teaching (particularly in reading)."

The field study utilized classroom observations, formal and informal interviews and a card-sort instrument. To analyze the data, content analysis was used. Descriptions and categories of the teachers' conceptions of reading were developed. Then the modifications of these conceptions were noted. Finally, the sources of these changes were identified and recorded.

Following the data collection, the content was reviewed and analyzed to answer the three research questions: (1) What are the conceptions of reading held by the teachers under study? (2) How do teachers believe their conceptions of reading were developed and modified over time? (3) What do teachers believe to be the significant sources of their conception change?

Based on the analysis of the data, it was discovered that teachers did have reading conceptions of varying degrees of strength and two of the three teachers had multiple conceptions of teaching and reading. Furthermore, it was discovered that the teachers modified their conceptions over time to varying degrees. Finally, it was found that the teachers believed differing sources triggered their conceptual development and change. An analysis of the card-sort responses revealed that the majority of the data regarding teachers' beliefs about their reading conceptions and the sources of conception development and change were confirmed.

Several hypotheses were generated based on the descriptive data. Hypotheses concerning the teachers' conceptual development and change included the following: (1) teachers base their conceptual change on a change in their reading instructional materials; (2) teachers, regardless of conceptual change, tend not to revise their beliefs about instructional grouping and evaluation; (3) teachers who develop and change to a greater degree make more independent instructional decisions; and (4) teachers who are more confident in their teaching ability develop and change their reading conceptions to a greater degree. Hypotheses regarding the sources of change included: (1) experience is the most influential source of change among teachers; (2) teacher training courses, without a field experience component, may not be valued as pertinent to teaching reading; (3) reading theory is not a verbalized source of change for teachers, and (4) school system constraints have limited influence on teacher conceptions.

Speculations were made beyond the data in order to suggest answers to new questions for which there was limited evidence. Speculations were made concerning (1) why teacher education is labeled "irrelevant" by practicing teachers, (2) why one teacher consistently stated that her teacher training was worthwhile despite conflicting operational data, and (3) why conceptions change in substance and/or focus.

Implications were drawn from the descriptive data for future research, for practice and for researchers who investigate using this type of research.

ANALYSES OF VERBAL AND NONVERBAL BEHAVIORS OF TEACHERS TEACHING READING

Order No. 8108131

CRAWFORD, DORIS SCOTT, ED.D. *The University of Tennessee*, 1980. 192pp. Major Professor: Charles M. Achilles

The purpose of this study was to determine and describe what, if any, teacher behavior changes occurred during the course of a Special Emphasis Reading Project involving grades 1-6. Secondary concerns of the study were race and sex as variables influencing teacher behaviors and the comparability of results of this study with similar studies conducted at The University of Tennessee, Knoxville.

Approximately fifteen minutes of videotapes were made of the same five female teachers teaching reading (grades 2-5) in Spring 1977 and Spring 1979. Teachers taught the same grade level at each taping. Data were classified using two observational systems: PIT (for *P*ersonal, *I*nstitutional, and *T*ask events) and IDER (*I*ndirect, *D*irect, *E*ncouraging, *R*estricting). IDER simultaneously collects verbal and nonverbal behaviors. The primary data sources were the 3,017 IDER and the 370 PIT behaviors classified from the pre and post videotaping of the teachers. Ratios to describe interactions and Chi-square to test for significance of changes in frequencies of behaviors were primary analyses. Inter- and intra-rater reliabilities were established above .80 using two computational approaches, the Scott pi coefficient and the percentage method.

This study of teacher behavior identified some patterns of teacher behaviors and behavior change. Significant findings (.05) between pre and post data were: (1) decrease in *R*estricting nonverbal behaviors, (2) decrease in *D*irect verbal behaviors, and (3) increase in student talk. There were fewer communication events in the post analyses and teachers spent more time on each event. Less than 10 percent of IDER behaviors were "silence or confusion" (much was silent reading), and 93 percent of PIT behaviors were "Task." Thus, in the reading project there was a high degree of time on task behavior.

Teacher behaviors to pupils were generally in proportion to the ratio of male/female/black/white pupils in the classes. However, black pupils received a greater frequency of behaviors from all teachers than expected. Teacher communication cues were distributed almost exactly in relation to pupil sex.

In the post-analyses there was more acceptance of student ideas and student response to the teachers, and less teacher direction giving than in the pre-analyses. There was measurable change in classroom climate toward more facilitative and positive interaction as shown by the PIT and IDER observation systems.

THE DEVELOPMENT AND VALIDATION OF A READING MEDIA SIMULATION PROGRAM FOR TRAINING TEACHERS TO TEACH READING TO MILDLY HANDICAPPED CHILDREN

Order No. 8112438

ENGLERT, CAROL SUE A., PH.D. *Indiana University*, 1981. 385pp. Chairperson: Dr. Melvyn I. Semmel

Many teachers of mildly handicapped children have not been trained to understand the complexity of the reading process and the strategies for improving the syntactic and semantic competencies of mildly handicapped readers. As a result, trainees of such programs often lack a systemic model of reading upon which to base decision-making.

The present investigation focused on the development and validation of a teacher-training program which demonstrated the reading process and problems of special needs readers through the use of simulation techniques. It was predicted that the simulation program would effect teachers': attitudes to reading instruction; acquisition of concepts related to the simulation program; decision-making processes; and evaluation of the simulation program.

Two validation studies were conducted to determine the effectiveness and generalizability of the simulation program with a sample of inservice and preservice teacher trainees. Experimental teachers participated in the simulation program while control teachers attended training sessions not related to the simulation program.

Results of the two experimental validation studies indicated that the simulation program was effective as a teacher-training program in reading. Trained teachers adopted a more meaning-oriented approach to reading instruction, and demonstrated greater mastery of reading concepts and principles contained in the simulation program. While control teachers approached reading as a word recognition process, trained teachers were more effective in decision-making and made differential assessments and recommendations in accordance with the word recognition, language, and comprehension needs of individual mildly handicapped readers. Thus, the validation studies indicated that the simulation program affected decision-making behavior while imparting information to teachers about the reading process and the specific instructional needs of handicapped readers. Teachers' understanding of the reading process was found to influence decision-making.

THE ROLE OF THE EFFECTIVE ADMINISTRATIVE READING COORDINATOR AS PERCEIVED BY THE COORDINATORS, TEACHERS, PRINCIPALS, AND OTHER ADMINISTRATORS

Order No. 8110518

HAGGARD, GERALDINE LANGFORD, ED.D. *Texas Woman's University*, 1980. 248pp.

This study had two major purposes: (a) to determine the role of the administrative reading coordinator as perceived by teachers, elementary principals, the coordinators, and curriculum directors in 10 Texas suburban school districts, five of the districts employing an administrating reading coordinator (ARC) and (b) to determine the effectiveness of the five ARCs as evaluated by the coordinators themselves, their principals, teachers, and curriculum directors.

Four major roles were identified from research in general supervision: consulting, bringing about change, working with reading materials, and coordinating district program. Twenty-eight role indicators are listed under the four comprehensive roles as part of the Role/Role Indicators Assessment Instrument used with the four population groups. The importance of each role and role indicator was weighed by each population group in the 10 districts. The five districts with ARCs also rated the performance of the ARC in each role indicator.

The teachers as compared to the ARCs placed less importance on eight role indicators and one major category. The principals placed less importance on six role indicators and one major category. The curriculum directors placed less emphasis on only one role indicator.

Teachers in districts without ARCs compared to teachers with ARCs valued higher two major categories and six role indicators. There were no differences in role perceptions for the principals and curriculum directors without and with ARCs.

The teachers with ARCs compared the desired and actual performance of their ARC in the role indicators. Teachers showed dissatisfaction with performance in all role indicators. Principals showed dissatisfaction with actual performance in all role indicators but three. The curriculum directors indicated no differences in the desired and actual performances for the role indicators. The ARCs gave themselves low ratings for two of the role indicators.

A comparison of the ARCs' performance as perceived by the ARCs and each of the other three groups was made. Teachers gave the ARCs lower ratings for eight role indicators. Principals gave lower ratings for nine indicators. Curriculum directors agreed with the ARCs' perceptions of the actual performance in the indicators.

The *Personal Orientation Inventory* by Shostrom was given to the five ARCs. An analysis of variance was done to determine if any of the mean performance ratings for the coordinators were different. The test was positive. The Newman-Keuls test revealed three performance scores to be significantly higher compared to the other two. Two of the highly-rated ARCs had high scores on the *POI*. The third most highly-rated coordinator had a score that was not valid.

General supervisors were named as the most common source of leadership in reading in districts without ARCs. The curriculum directors and principals disagreed on the actual leadership exhibited by the principals.

The principals and teachers gave poorer performance ratings to the ARCs in the role indicators than the curriculum directors and the ARCs themselves. The major category of bringing about change and the related role indicators had the lowest importance ratings from teachers with ARCs. Teachers without ARCs seemed to give greater value to this category.

The research results indicated the need for a defined role for the individual reading coordinator, the possibility of using the *POI* as a screening instrument for use when interviewing potential reading coordinators, and the lack of designated reading leaders in districts without reading coordinators.

THE PROCESS AND OUTCOMES OF DIAGNOSTIC PROBLEM SOLVING AMONG EIGHT READING CLINICIANS

Order No. 8101114

HOFFMEYER, ETHELYN MAXWELL, PH.D. *Michigan State University*, 1980. 286pp.

If correct diagnosis of reading problems is a prerequisite of effective remediation, then one approach toward improving remedial practices might be to improve the diagnostic skills and training of reading clinicians.

One effort to study clinical diagnosis in medicine and subsequently in reading has been research relating to the Inquiry Theory of Clinical Problem Solving. The Inquiry Theory was developed by a team of researchers at Michigan State University to provide a formal theoretic structure that would integrate and account for the numerous concepts and empirical findings on clinical problem solving.

The major objective of this study was to answer the following questions relative to the Inquiry Theory: (1) Do experienced reading clinicians agree on the data they collect for a specific reading case in order to make a diagnosis? (2) Do experienced reading clinicians agree on the diagnostic statements they make for a specific reading case in order to make a diagnosis? (3) Do experienced reading clinicians use hypotheses to direct their inquiry in diagnosis?

Eight experienced reading clinicians from the mid-Michigan area participated in this study. Each clinician in three clinic sessions, no less than one nor more than four weeks apart, interacted with three simulated reading problem cases. The third case, unbeknown to the clinicians, was a replicate of the first case. The four simulated cases and their equivalent forms used in the study were counterbalanced to minimize systematic effects. Clinicians were randomly assigned to case order.

Procedures were as follows. Clinicians were asked: (1) interact with materials of a simulated reading problem case, (2) write a diagnosis and remediation, (3) transfer the written diagnosis to the Reading Diagnostic Check List, (4) check responses to questions concerning *why* they asked for certain case data and *what* information the data provided, (5) indicate the content of a "good" diagnosis, (6) explain how they usually conduct a diagnosis, and (7) define for a specific case the skills of (a) instant word recognition, (b) word analysis, (c) reading fluency, and (d) reading comprehension.

To measure subject reliability on use of the Reading Diagnostic Check List, the clinicians were mailed an uncircled, carbon copy of each of their written diagnoses one week after the third clinical session. An accompanying letter instructed subjects to follow the same procedures they had used in the clinical session for transferring their written diagnostic statements to the check list.

Analysis of the data consisted of (1) formal product measures (including proportional agreement, commonality scores, inter/intra- and intraclinician agreement Phi correlation, and the Porter statistic), (2) formal process measures (using correlation, partitioned Phi coefficients, and cue-to-statement relationship statistics), and (3) informal product/process measures (using Sherman's Model of Reading and Learning to Read).

Regardless of the small sample of reading clinicians participating in this study, there is evidence to support a number of conclusions. These conclusions are: (1) Experienced reading clinicians using simulated reading cases appear not to share a common data base (memory) regarding what information (cues) should be included in a diagnosis or what diagnostic statements are important in writing a diagnosis. (2) Experienced reading clinicians using simulated reading cases appear not to use consistently a theoretic process model of reading diagnosis as might be reflected in hypothesis-directed inquiry.

PRINCIPALS' CONCEPTIONS OF READING AS THEY INFLUENCE DECISIONS MADE ABOUT THE READING PROGRAM

Order No. 8106390

JACOBY-HIGH, BARBARA CORMAN, PH.D. *Michigan State University*, 1980. 169pp.

Past research indicates that teachers are important to instructional success. The decisions they make are the "right" ones. Research also suggests that one key to these "right decisions" may be that teachers have conceptions of reading and that these conceptions influence the instructional decisions made.

Evidence also serves to indicate that principals are important to the success of the reading program. They, too, make the "right" kinds of decisions that positively affect the reading program. But we do not know what guides or influences the decisions made by the principal. Therefore, this study had two functions: (1) identify, describe, and classify principals' conceptions of reading and (2) identify and describe how principals' conceptions of reading influence decisions made about their reading program.

Four principals involved in the study were selected on the basis of scores obtained on the grade four Michigan Educational Assessment Program which identified them as principals of buildings with effective reading programs. The data were obtained through the use of a structured interview guide, field observations, and teacher interviews. Finally, the findings were presented in the form of case studies.

This study was guided by research questions separated into two categories: principals' reading conceptions and decisions principals make about their reading program. The research questions about principals' conceptions of reading are: (1) Do elementary principals have conceptions of reading? (2) What is the nature of these conceptions? (3) Do the teachers and principals have similar conceptions of reading? (4) How are the conceptions of the teacher and the principal the same and how do they differ? (5) Do the teachers accurately predict how the principals will conceptualize their beliefs about reading? The research questions about the influence that reading conceptions have on decisions principals make about their reading program are: (6) What kinds of instructional decisions does the principal make? (7) Do the principals' conceptions of reading seem to be the primary influence in the decisions he/she makes about the reading program? (8) Do principals with different conceptions of reading have different kinds of reading programs in their buildings?

The findings pertaining to principals' conceptions indicate that these four effective elementary principals did have conceptions of reading. These conceptions tended to cluster in the skills area rather than in a pupil-centered approach to teaching reading. Furthermore, the evidence is clear that principals and teachers with effective reading programs have conceptions that are more alike than different and, also, that teachers are highly perceptive of their principals's reading conceptions.

The principals who participated in this study made instructional decisions that directly or indirectly affected their reading program. These decisions were classified into ten categories and tended to reflect an internally consistent system that varied from principal to principal. The decisions these principals made were based on their unique reading conceptions. Furthermore, principals' building reading programs reflected their reading conceptions.

Several implications were suggested. First, one of the ingredients of an effective elementary reading program may be the leadership of the principal. While the nature of the leadership style may vary, there was an internal consistency for each principal which appeared to be significant. Second, effective principals may be those who make decisions based on a plan which reflects a certain conception about reading and which is communicated to classroom teachers.

SECONDARY TEACHERS' PERCEPTIONS OF CONTENT READING PRACTICES

Order No. 8107065

KITELEY, JAMES WALTER, PH.D. *Arizona State University*, 1980. 192pp.

The purposes of this study were (a) to determine the relative importance to secondary classroom teachers of 28 widely recommended practices for effective teaching of content reading; (b) to compare the "Importance" responses of the same teachers with their estimate of their ability to implement these practices in their classrooms; (c) to obtain reasons for consistency/discrepancy ratings between "Importance" and "Degree of Implementation" ratings; (d) to compare the ratings on the same instrument of principals, department heads, and reading specialists who anticipated the responses of teachers.

The practices were derived from the work of Arthur V. Olson and the literature.

Randomly selected subjects included principals (10), department heads (40), reading specialists (28), and content teachers (119).

Statistical procedures taken at the .05 level of confidence indicated the following: (1) (Chi Square): Twenty-eight practices were statistically significant for "Importance" beyond random even chance, whereas 24 were statistically significant beyond random even chance for "Degree of Implementation." (2) (Critical ratio): Twenty-eight practices were statistically significant for both "Importance" and "Degree of Implementation." (3) (Pearson *r*): A statistically significant correlation was obtained between "Importance" and "Degree of Implementation" ratings. (4) (Pearson *r*): A positive correlation was obtained between the ratings of classroom teachers and the ratings of (a) principals, (b) department heads, and (c) reading specialists who anticipated the ratings of classroom teachers.

Conclusions include: (a) specific techniques of teaching reading are less important to teachers than those that are more general; (b) the "Importance" ratings should be useful for in-service; (c) there is need to clearly define practices, skills, and attitudes and their interrelationships; (d) although 61% of classroom teachers have not had reading courses, they seem, as a group, to be supportive of practices recommended by reading authorities; (e) department heads are more fully aware of instructional goals and activities in their department ($r = .92$) than either reading specialists ($r = .75$) or principals ($r = .65$); (f) interviewees listed varied factors which affect the implementation of practices.

Overall, Arizona secondary teachers seem generally aware of the recommended practices and their importance in the classroom.

Recommendations include: (a) more research needs to be done in content area classrooms to determine if the practices which teachers say they follow are, indeed, being pursued; (b) more research is needed to determine the factors which promote and those which inhibit the implementation of the recommended practices in the classroom.

A DECADE OF READING 1969-1979: AN ANALYSIS OF THE NATURE OF INFORMATIONAL SOURCES USED BY ELEMENTARY TEACHERS FOR PROFESSIONAL GROWTH

Order No. 8111938

KROUL, LOLA ZITA, ED.D. *Hofstra University*, 1980. 225pp.

The purpose of this research was to investigate the informational sources the elementary classroom teachers use for professional growth in the area of reading and to compare those sources to those used by administrators, reading and resource teachers. The main purposes of this study were: (1) to determine if classroom teachers use print media as a source of information in the teaching of reading; (2) to determine if the reading journals are one of the print sources; (3) to determine if there were any changes that resulted from continuing education, if so what were they and what motivated the change; and (4) to compare the content of the reading journals to other professional publications.

The questionnaire was used to determine the informational sources used by classroom teachers, the most widely read publications, the sources of professional growth, and factors that motivated change in teaching practices. Reading categories from the content of the two most widely read periodicals, *Instructor* and *Teacher*, reported by the total sample were compared to *The Reading Teacher*. The content analysis was conducted from January 1969 to January 1979.

Nine exploratory questions were posed in relation to the sources of information, three questions in relation to change resulting from continuing education and five questions related to a content analysis of journals.

The findings regarding sources of information were: (1) the print medium is not a prime source for classroom teachers and administrators; (2) professional journals were listed in the top three sources of information for resource and reading teachers: (3) classroom teachers reported school and public library, faculty meetings and local conferences as their major sources of information while administrators listed professional meetings, and local and regional conferences: (4) there was no difference in sex, age, educational background or years of experience in relation to sources of information: and (5) the least used source of information for all groups was attendance at national conferences.

The findings regarding readership of periodicals indicated *Instructor* was most frequently read by all groups regardless of age, sex, years of experience, educational background and reading courses taken.

Professional growth was attributed to classroom experience, sharing with peers and graduate courses. Articles valuable to teachers were in the categories of reading methods, classroom management and learning modes. Article categories in relation to influencing reading programs were motivating reading, comprehension, individualized reading, learning disabilities and reading.

Comprehension, recreational reading, study skills and critical reading were reading areas that affected change in reading practices. Findings from the questionnaire indicated changes in teaching practices in four areas.

The content analysis indicated some reading categories shared by the three publications in specific areas of reading. The reading categories in *The Reading Teacher* included research problems in reading and were written primarily by male university affiliates. The other two contained more practical articles and were written by female teachers.

The conclusions were: (1) teachers' and administrators' reading habits were the same; (2) classroom teachers and administrators gain information from group interaction rather than printed sources; (3) informational sources used were close at hand, convenient and involved interaction among professionals; (4) preferred publications read were practioner publications; (5) graduate course work was taken in relation to job requirements, not for professional growth; (6) professional growth was attributed to experience, interaction with peers and related to choices of publications; (7) certain reading categories had little coverage which limits their use to solve pedagogical problems; (8) results of research remain with the few, those who read the academic periodicals as opposed to the "how to" periodicals, and therefore the bridge between research and practice continues to widen.

Implications were indicated in training and practice and suggestions for further research were noted.

A STUDY OF THE QUESTIONING BEHAVIOR OF CLASSROOM TEACHERS DURING READING INSTRUCTION TO GOOD AND POOR READERS

Order No. 8027105

LIGON, MARY JEAN FARIS, PH.D. *Georgia State University - College of Education*, 1980. 133pp.

Teacher questioning may be the most crucial factor underlying the comprehension process and the development of effective readers. Teachers must plan, use, and evaluate questioning behavior if schools are to fulfill their goal of developing high level cognitive functioning of students.

The purpose of this study was to investigate the questioning behavior of classroom teachers during reading instruction to determine if the questioning differs in relation to the children's reading ability. The investigation focused on the following research questions. (1) Is there a significant difference between the three levels of questions asked primary readers as compared to intermediate readers? (2) Is there a significant difference between the three levels of questions asked good primary readers as compared to poor primary readers? (3) Is there a significant difference between the three levels of questions asked good intermediate readers as compared to poor intermediate readers? (4) Is there a significant difference between the three levels of questions asked in the prereading situation for good primary readers as compared to poor primary readers? (5) Is there a significant difference between the three levels of questions asked in the postreading situation for good primary readers as compared to poor primary readers? (6) Is there a significant difference between the three levels of questions asked in the prereading situation for good intermediate readers as compared to poor intermediate readers? (7) Is there a significant difference between the three levels of questions asked in the postreading situation for good intermediate readers as compared to poor intermediate readers? (8) Is there a significant difference between the three levels of questions asked in the prereading situation for good primary readers as compared to good intermediate readers? (9) Is there a significant difference between the three levels of questions asked in the postreading situation for good primary readers as compared to good intermediate readers? (10) Is there a significant difference between the three levels of questions asked in the prereading situation for poor primary readers as compared to poor intermediate readers? (11) Is there a significant difference between the three levels of questions asked in the postreading situation for poor primary readers as compared to poor intermediate readers?

Procedures. Log-linear analysis and z tests were used to investigate the levels of questions of 64 teachers. The prescribed reading lessons were audiotaped, transcribed, and analyzed according to the questioning relationships in comprehension stated in the Pearson Taxonomy (Pearson & Johnson, 1978).

Results. Investigation showed the questioning behavior teachers use with good and poor readers differ in many instances. With one exception, the significant analyses were in favor of the good readers. Questions 1, 2, and 3 did not contain the three-way interaction necessary for further statistical analysis. Questions 4 and 10 revealed no significant differences at the three levels of questioning. Question 8 was significant at all levels of questioning. Question 11 was significant at the textually explicit level. Questions 5, 6, 7, and 9 were significant at two of the three levels of questioning: textually explicit, textually implicit, scriptally implicit.

Conclusions. Significant differences were found in 50% of the situations where good readers were compared to poor readers. Significant differences were found in 50% of the situations where primary and intermediate readers were compared. A marked difference was noted in the number of questions asked in the prereading situation (14.5%) and the postreading situation (85.5%). There were significant differences in the levels of questions asked good and poor readers in various situations. Six of the eight textually explicit situations were significant, two of the eight textually implicit and four of the eight scriptally implicit situations were significant.

CORRELATES OF CONTENT AND PRESENTATION PREFERENCES FOR INSERVICE READING PROGRAMS AMONG TEACHERS OF BILINGUAL ELEMENTARY SCHOOL CHILDREN

Order No. 8105357

LOPEZ, ROWENA PAIZ, ED.D. *University of Houston*, 1980. 126pp.

This study proposed to relate teacher needs for content and presentation formats in inservice reading education programs to specific teacher variables. The subjects used in this study were 101 teachers of Mexican American and bilingual elementary school children. The content preferences consisted of content in the field of reading and the presentation preferences included the formats in which this content is presented. The teacher variables selected to correlate to the content and the presentation preferences were: years of general teaching experience, years of teaching experience in the bilingual classroom, grade presently teaching, and level of education and bilingual endorsement attained.

Specifically, the study was designed to answer the following questions: (1) What is the relationship between specific content needs in the field of reading for inservice education programs and selected teacher variables? and (2) What is the relationship between the presentation preferences for inservice reading education programs and selected teacher variables? From the hypothesized relationship between the dependent variables and the independent variables twelve hypotheses were raised. Each of the two dependent variables were correlated with each of the independent variables. A Spearman rho analysis was used to compare group frequencies with a .05 probability level and a comparison of median scores was used to determine rank order.

The instrument used in the study was a questionnaire, which was divided into three categories. The first section asked for demographic information. The second segment of the questionnaire asked the teachers to indicate their desired content needs which included 20 items in the field of reading for inservice education programs. The last segment asked the teachers to indicate their presentation preferences which included 14 items.

In regards to the support or non support of the hypotheses of content needs, the composite results did not support the hypotheses, although there were some specific trends among the twenty content items. However, those teachers who had not attained bilingual endorsement but were teaching in bilingual classrooms had a more significant (.006) effect on the way the teachers responded to content needs for inservice reading programs. Lack of bilingual endorsement is the strongest indicator of content needs in the area of reading inservice programs.

In reference to presentation preferences, only one hypothesis was supported--the relationship between presentation preferences and grade level taught. Grade level taught in elementary school had a more significant effect (.003) on their preferred presentations for inservice reading programs. The other teacher variables were not supported although there was some specific trends among the fourteen presentation formats.

This study indicated that inservice reading programs for teachers without bilingual endorsement should be different from those who do have bilingual endorsement and that grade level taught was the strongest indicator of the teacher variables as the preferred method of presentation for inservice reading programs.

Teachers of bilingual elementary school children do have preferences for the content of reading inservice programs and the formats used in these presentations. Consequently, they should be actively involved in the designation of this content and presentation formats for reading inservice education programs.

CONSISTENCY IN DIAGNOSING READING PROBLEMS AND PRESCRIBING REMEDIAL PROGRAMS AMONG READING SPECIALISTS, LEARNING DISABILITIES TEACHERS, TITLE 1 TEACHERS, AND FOURTH GRADE CLASSROOM TEACHERS

Order No. 8020571

McHUGH, LINDA MARIE, PH.D. *The University of Wisconsin - Madison*, 1980. 121pp. Supervisor: Professor Richard J. Smith

The purpose of this study was to compare the diagnostic and prescriptive decisions made by reading specialists, learning disabilities teachers, Title 1 teachers, and fourth grade classroom teachers to determine whether or not they identify similar reading skill weakness(es) and instructional needs of children, and prescribe similar reading programs for children given typical diagnostic data.

Case studies and a Diagnostic Response Questionnaire were developed for use in gathering data to test hypotheses about similarities and differences among the diagnostic and prescriptive decisions made by the subjects in the study. One case study profiled a child who had comprehension problems. The other case study profiled a child who had word identification and comprehension problems. The Diagnostic Response Questionnaire consisted of questions in a forced-choice format covering the diagnostic and prescriptive decisions to be made about the case study child.

Ninety subjects were randomly selected for study from each of four job description populations in Wisconsin: reading specialists, learning disabilities teachers, Title 1 teachers, and fourth grade classroom teachers. Forty-seven percent of these subjects responded to the first case study and 46% responded to the second case study. The data collected were analyzed by log linear models and quadratic assignment procedures.

The conclusions drawn from the study were the following: (1) The subjects identified the same reading skill weaknesses. (2) The only association between job description and the diagnostic decisions made by subjects was an association between the job description of the subject and the estimate of the child's instructional reading level made by that subject. (3) There was no association among job description of the subject, the reading skill weakness(es) of the case study child identified by that subject, and whether or not the child was labeled dyslexic. (4) The diagnostic and prescriptive decisions made by subjects among the job description groups were similar. (5) The diagnostic and prescriptive decisions made by subjects among the job description groups were similar to the decisions they were hypothesized to make based on assumed relationships between diagnostic and prescriptive decisions for the child with comprehension problems but not for the child with comprehension and word identification problems.

The implications drawn from the findings are that parents, teachers, and administrators may have confidence that the diagnostic and prescriptive decisions made about a child who is a poor reader will be similar regardless of the job description of the evaluator. Specialists and teachers are more likely to interpret diagnostic data similarly if the child being evaluated is weak in one reading skill area only. Their decisions about the child's instructional reading level are likely to differ even more if the child being evaluated is weak in more than one reading skill area.

ATTITUDES AND CLASSROOM BEHAVIORS OF VIRGINIA MIDDLE SCHOOL ENGLISH TEACHERS REGARDING BLACK ENGLISH AND CERTAIN OTHER USAGES

Order No. 8101060

MATTHEWS, HORACE, ED.D. *University of Virginia*, 1980. 178pp.

Traditional attitudes regarding language usage still prevail in today's English classrooms despite the tremendous amount of linguistic evidence we now have regarding the nature of language and how a language is actually used by its native speakers. This is particularly true of Black English.

This study investigated the following questions: (1) To what extent is the attitude teachers have regarding the use of Black English in classroom speaking and writing situations similar to the attitude they have regarding the use of other forms of usage which also do not adhere to the rules of formal standard English in similar classroom situations? (2) To what extent is teacher classroom behavior related to teacher language attitude for the use of Black English in classroom speaking and writing situations, and the use of other forms of usage which also do not adhere to the rules of formal standard English in similar classroom situations? (3) What relationships exist between teacher language attitude and the following teacher characteristics: sex, age, highest degree attained, language study background, race, location (rural/urban), years of teaching experience, year when last formal study was completed, and name of the most recent institution attended.

A random sample of eighty-three Virginia middle school English teachers (51 urban, 32 rural) completed a questionnaire designed to measure both teacher language attitudes and teacher classroom behaviors regarding Black English usages and othe usages which also do not adhere to the rules of formal standard English in classroom speaking and writing situations. The following generalized statements can be made about the language attitudes and classroom behaviors of Virginia middle school English teachers. (1) Teachers are more critical in their attitudes of Black English in classroom speaking situations than they are of Other Usages in similar classroom situations. This is true of both rural and urban teachers. (2) Generally, teachers correct students who use Other Usages in Classroom speaking situations as often as they do students who use Black English in similar classroom situations. However, urban teachers correct students who use Black English in classroom speaking situations more often than do rural teachers. Perhaps this is so because a larger percentage of the rural teachers than the urban teachers feel that their students do not use Black English in classroom speaking situations. (3) In general, teachers are equally critical in their attitudes regarding Other Usages in classroom writing situations as they are in their attitudes regarding Black English in similar classroom writing situations. (4) In general, teachers correct Other Usages in classroom writing situations as often as they correct Black English in similar classroom writing situations. (5) A very small but non-significant relationship exists between teacher language attitudes and teacher behavior in either classroom speaking or classroom writing situations for either Black English or Other Usages which also do not adhere to the rules of formal standard English. (6) Rural teachers are more critical in their attitudes regarding Black English in classroom writing situations than they are of Other Usages in similar classroom writing situations. (7) When eight personal and professional characteristics are considered individually, no relationship exists between the individual characteristics and teacher language attitude in either classroom speaking or classroom writing situations. When these eight characteristics are considered together, a small but non-significant relationship exists between the group of characteristics and teacher language attitude.

AN EXPLORATORY STUDY OF INSERVICE NEEDS IN READING EDUCATION OF ELEMENTARY SCHOOL CLASSROOM TEACHERS

Order No. 8105489

MONROE, EULA EWING, ED.D. *George Peabody College for Teachers of Vanderbilt University*, 1980. 142pp. Major Professor: Dale Alam

Purposes. The major purposes of this study were to identify and analyze the perceived inservice needs in reading education of public elementary school classroom teachers of southcentral Kentucky and to determine the relationships of selected factors, including professional preparation and assignment, to these needs. An additional purpose was to identify the major approaches to reading instruction used in the region surveyed. This information was gathered because of its potential value in helping to provide a framework for the utilization of the results of the study.

Procedures. A needs inventory devised by the investigator was used for gathering data. The instrument, constructed from items identified through the literature review and through interviews with public school personnel, was reviewed by a panel of experts and submitted to a pilot test. Following revisions, the needs inventory was administered to selected public school personnel employed in 23 local public school districts in southcentral Kentucky and included 269 classroom teachers, 30 elementary school principals, and 21 instructional supervisors.

Initial analysis of the data revealed that 167, or 62.1%, of the classroom teachers who responded stated a need for more inservice education in the area of reading. These 167 teachers, the principals, and the supervisors were retained as the sample; the needs inventories completed by these respondents were treated as statements of teachers' inservice needs in reading education.

The responses to each of the 23 items specifying teachers' potential inservice needs were summarized in terms of frequencies, percentages, means, and standard deviations for each sample group--teachers, principals, and supervisors. Responses from teachers were then summarized according to several variables--level taught (primary or intermediate), level of professional preparation, years of experience, undergraduate credits completed in reading education. For each variable the items were placed in rank order according to mean value assigned. Areas of greatest need and least need according to each variable analyzed were determined by the selection of the needs with the five highest and the five lowest mean values. The major approaches to reading instruction used by the sample of teachers were recorded in terms of frequencies and percentages according to primary and intermediate levels.

Findings. Areas of greatest need identified by classroom teachers, listed in descending order according to mean values assigned, were (a) *correcting reading difficulties*, (b) *providing for the superior reader*, (c) *developing comprehension skills*, (d) *identifying specific reading strengths and weaknesses of individuals*, and (e) *using various approaches for teaching reading*. The first three of these items were also identified as areas of greatest need by both principals and supervisors. Items consistently viewed as areas of least need by the three sample groups included (a) *selecting basal reading materials*, (b) *grouping students for teaching reading*, and (c) *using supplementary materials*.

When the responses of classroom teachers were analyzed according to each of several variables, the listings of areas of greatest need were similar for each subgroup. Recurring as areas of greatest need regardless of the variable analyzed were the four items with the highest mean values for the sample teachers.

Less consistency in teachers' responses was found when areas of least need according to each of several variables were examined. Appearing on every listing was one item--*selecting basal reading materials*. Items noted by most subgroups included *grouping students for teaching reading* and *working with special reading teachers*.

The basal reader approach, identified as the major approach to reading instruction, was reported by 89.3% of the teachers at the primary level and 98.6% of the teachers at the intermediate level. In addition, the basal reader was listed as a component of three of the four remaining approaches reported.

A DESCRIPTIVE STUDY OF A PRIMARY TEACHER INSERVICE SUPPORT SYSTEM FOR WRITING INSTRUCTION

Order No. 8106426

ORCHARD, DIANE TERRY, PH.D. *Michigan State University*, 1980. 226pp.

This study was designed to examine the concerns of teachers about a particular curricular area, the teaching of writing; and then to develop an inservice format for those teachers that would meet their expressed needs in that area, and thereby provide direction for future planners of on-the-job training. Writing instruction was selected as the topic for this inservice because it is an important area of language arts instruction that is neglected in the elementary school classroom.

The inservice program developed in this study included hour-long monthly support sessions throughout a school year in which teachers selected the area of their greatest concern in writing instruction for each month's presentation by the inservice leader and for directed discussion, feedback and sharing with colleagues. Multiple copies of professional materials on these topics were provided for the inservice participants.

The participants were ten volunteer second- and third-grade teachers and twenty students selected as a representative sample from their classrooms. Data for this study was collected through teacher essays and logs; teacher and student surveys; classroom observations; student interviews; student writing samples analyzed holistically by trained readers; and by word counts and T-unit lengths tabulated by the researcher; and through field notes and audio recording of the support session content made by the researcher.

The topics for the support sessions were selected by the teachers, except for the initial presentation which was selected by the researcher. Principles of good writing instruction were emphasized by the researcher as well. The findings of this study include the following: (1) the expressed needs of teachers were met, (2) the support required for teachers to attempt new and/or different teaching techniques in the classroom was provided, (3) teachers became more knowledgeable about the purposes and possibilities of writing and therefore more confident in teaching writing, (4) teachers felt better about their own writing, (5) useful ideas and materials for the teaching of writing were provided, thus increasing the variety and frequency of writing activities in the classroom, and (6) teachers felt more positive about writing instruction and in turn, more positive in responding to children's writing. Students in this study judged that: (1) they wrote more, and (2) enjoyed writing more than they had previously. The analysis of writings, as judged by word counts, mean T-unit lengths, and the holistic scaled ratings of trained readers indicated that the quality and quantity of their writing did, in fact, increase over the course of the year-long inservice program.

The inservice model described in this study could be used on a wider scale by school districts wishing to upgrade the effectiveness of their teaching staff. It could be implemented in a variety of curricular areas and grade levels, using personnel already on staff who are knowledgeable about and interested in the topic in which a group of teachers has indicated felt needs. Advantages of this format over traditional inservice include less complex implementation procedures, cost factors, and evaluation techniques; convenient location; and easy access to the resource person.

THE EFFECTS OF TEACHERS' ATTITUDES TOWARD DIALECTS ON THEIR EXPECTATIONS FOR STUDENTS' ACADEMIC COMPETENCE

Order No. 8100713

PRINGLE, CELESTINE ANN, PH.D. *Kent State University*, 1980. 156pp. Director: Gordon F. Vars

The focus of this study was on the effects of teachers' attitudes toward dialects on their expectations for students' academic competence. The problems posed for investigation were: whether teachers' attitudes toward dialects are reflected in their expectations for students' academic competence; whether or not students who speak a dialect are rated lower on oral recitations than their counterparts who speak Standard English; and whether teachers' responses toward dialects vary significantly due to such variables as concentration of minority students in the districts, grade level (elementary and junior high), and type of district (local or city)?

One hundred ninety-six teachers in northeast Ohio formed the population of this study. A three-way analysis of variance was the major statistical procedure used to investigate the effects of the three independent variables on the dependent variable.

Data for this study were secured by administering a modified version of the Language Attitude Scale from the Center for Applied Linguistics (Taylor & Hayes, 1971) to the total population. In addition, following receipt and statistical analysis of the language attitude scale 60 teachers, who were all volunteers, were interviewed.

Language samples that teachers listened to in order to respond to questions in the interview were secured from four fifth grade students (white, male, Appalachian English speaker; black, female, Standard English speaker; black, male, Black English speaker; white, female, Standard English speaker) who were enrolled in a school where there were no subjects who participated in this study. Each student read an identical passage that was selected in advance by the experimenter.

The data revealed the following: (1) Teachers' attitudes toward dialects are reflected in their expectations for students' academic competence. When requested to rate the speech of dialect speakers and Standard English speakers, the dialect speakers were rated lower on an oral recitation than were the Standard English speakers. (2) Teachers employed in city districts had more positive attitudes toward dialects than teachers employed in local districts. (3) Elementary schoolteachers revealed more positive attitudes toward dialects than did junior high school teachers. (4) Attitudes of teachers employed in districts with a high concentration of minority students did not differ significantly from attitudes of teachers employed in districts with a low concentration of minority students. (5) Attitudes of males and females did not differ significantly. (6) Number of years of teaching experience did not significantly effect teachers' attitudes. (7) Teachers' attitudes were not significantly effected by their level of professional preparation. (8) Geographical location of teachers' preservice preparation did not seem to significantly effect teachers' attitudes.

When teachers were interviewed and were requested to rate the speech of the four fifth graders on an oral recitation, the following were revealed: (1) Male teachers rated speaker one (white, male, Appalachian English speaker) more favorably than female teachers. (2) Female teachers rated the speech of speaker two (black, female, Standard English speaker) more favorably than male teachers. Black teachers rated the speech of speaker two more favorably than white teachers. (3) For speaker three (black, male, Black English speaker) there was no significant difference in teachers' ratings. (4) White teachers rated the speech of speaker four (white, female, Standard English speaker) more favorably than did black teachers.

The study has implications for preservice and inservice education in that it addresses what is taught to the education majors about language, and it presents teachers with new ideas about language. It is intended as a first step in eventually enabling teachers to provide quality education for all students.

THE CONSTRUCTION AND USE OF PAPERCASES TO OBSERVE THE DIAGNOSTIC PROBLEM SOLVING BEHAVIOR OF READING CLINICIANS

Order No. 8101172

STRATOUDAKIS, CAROL JAY COLELLO, PH.D. *Michigan State University*, 1980. 173pp.

Rationale. Until quite recently, research studies on the process of diagnosing reading disabilities have been nonexistent (Spache, 1968). Since its founding in 1976, the Clinical Studies Project within the Institute for Research on Teaching at Michigan State University, has addressed the question: "How do experienced reading clinicians approach the diagnosis of children with reading problems?" This study was an extension of the research initiated by the Clinical Studies Project. It sought additional information regarding how experienced reading clinicians think about reading problems and pursued the answer to another question: "What is the most efficient and effective instrument to use for descriptive observation and eventual training of reading specialists in the process of diagnosing reading disabilities?"

Research to date on the diagnostic problem-solving behavior of reading specialists has been conducted exclusively utilizing simulated cases called SIMCASES which were developed from diagnostic records of actual children with reading problems. The SIMCASE observational instrument allowed for direct observation of the reading specialist's behavior but required individual administration. No observational studies have been conducted utilizing a simulated case of reading disability in a form which allowed for group administration and observation.

Purpose. The purpose of this study was to construct and to test the usefulness of a group-administered simulated case of reading disability termed a PAPERCASE as an alternative to the SIMCASE observational instrument. Whether the PAPERCASE could be substituted for the SIMCASE in collecting data on diagnostic problem-solving performance depended upon the consistency of a clinician's performance on these two instruments.

Methodology. Twelve certified classroom teachers who earned a superior grade in a graduate-level course in reading diagnosis at Michigan State University were hired as consultants to the Clinical Studies Project and served as subjects in this study. The twelve subjects were randomly assigned to one of three different cases of reading disability. Four subjects were assigned to Case I, four to Case II, and four to Case III. Each subject participated in two observational sessions with a one week interval between observations. With twelve subjects observed twice, there were a total of twenty-four observational sessions divided equally among the three different cases of reading disability represented in the two observational instruments, PAPERCASE and SIMCASE.

Analysis. The diagnostic problem-solving performance of the subjects on the SIMCASES and PAPERCASES was analyzed in terms of four measures of "agreement statistics" developed by the Clinical Studies Project: Proportional Agreement, Commonality, Inter-Clinician Agreement, and Intra-Clinician Agreement (Vinsonhaler, 1979). The agreement data was processed through the product analysis division of the Observational Studies Data Analysis System (Clinical Project Research Team, 1978).

Results. The analysis of the "statistical agreement" data, indicated no meaningful difference in the diagnostic problem-solving performance of clinicians on SIMCASES or PAPERCASES. The PAPERCASES proved to be a more efficient and equally as sensitive an instrument as SIMCASES for observational study of reading diagnosis.

Implication. The major implication of this study was that PAPERCASES have the potential to be used as a creative, portable, inexpensive simulation instrument for observing, training, and evaluating reading specialists in the process of diagnosing reading disabilities.

Furthermore, this study made explicit the need for a practical model of the diagnostic process. Recurring behavioral patterns noted among the subjects for this study suggested that the diagnostic strategy employed by these subjects proceeded in a haphazard or random manner. Accordingly, individuals performing as reading diagnosticians need to be provided with a general framework or set of principles from which to proceed in order to increase their consistency and accuracy of diagnosis.

A COMPARATIVE STUDY OF THE RESPONSES OF THE TEACHERS IN THE TITLE I FEDERALLY FUNDED AND STATE SUPPORTED KINDERGARTENS IN ALABAMA IN READING READINESS

Order No. 8028557

WADE, PRISCILLA MALPASS, ED.D. *Auburn University*, 1980. 95pp. Chairwoman: LaVisa C. Wilson

The purpose of the study was to determine whether there were differences between the Title I and the state supported kindergarten teachers' responses in their selection of curriculum and instruction in reading readiness.

Research questions were as follows: Do teachers in Title I federally funded and state supported kindergartens differ in: (1) the amount of time spent in reading readiness? (2) their development of selected reading readiness skills with their children? (3) their emphasis on mastery of reading readiness skills? (4) the instruction in reading readiness used with children? (5) the reading readiness materials used? (6) the reading readiness materials needed? (7) the responses among teachers with different types of certification and/or educational experience?

A kindergarten survey questionnaire collected data related to the demographic data; the amount of time spent in reading readiness; the reading readiness skills selected, and the mastery expected; the instruction implemented in reading readiness; and the materials used and/or needed for reading readiness instruction.

Each of the 1,326 kindergarten teachers in Alabama was mailed a questionnaire and a cover letter. Five-hundred and ninety-two questionnaires were completed and returned by mail. A Chi Square test of significance was used to analyze the data. The .05 level was chosen as significant.

The results of the study showed that there were no significant differences found in the teachers' responses to Question 1. Although significant differences were found in a few of the teachers' responses in Questions 2, 3, 4, 5, 6, 7, and 8, the responses did not indicate a consistent pattern of differences in their selection of curriculum and instruction in reading readiness.

THE ELEMENTARY PRINCIPAL'S PERCEPTION OF HIS TRAINING AND ROLE AS LEADER OF THE SCHOOL'S READING PROGRAM

WOOD, LA VONNE BAQUET, ED.D. *University of Southern California*, 1981. Chairman: Professor Ferris

Purpose. The purpose of this study was to investigate the elementary school principal's perceptions to determine which information sources are seen to be most helpful as they relate to leadership of a successful reading program; the type of training that the principal believes to be most effective in preparing him for the implementation of a successful reading program; which instructional leadership strategies provided by the principal are most supportive of his teachers of reading; the areas of his greatest deficiency in providing teachers with instructional leadership for their reading program; and how the elementary principal perceives he can best improve his skills as the leader of the school's reading program.

Procedures. To determine the elementary principal's perception of his training and role as a leader of the school's reading program, the following sequence of activities was utilized: (1) A review of the literature and consultation with reading experts was undertaken. (2) A questionnaire was developed from the review of the literature as well as consultation with reading experts from the Los Angeles County Superintendent of Schools Office and the candidate's doctoral committee members. (3) Seven principals were selected to act as jurors in order to review the instrument. (4) Each question was evaluated in light of the suggestions found in *Basics of Questionnaire Construction in Educational Settings* (1978) by Cox. (5) A total of 120 elementary principals in 10 different elementary school districts completed the survey.

Findings. (1) Principals listed experience as the most helpful source of information for preparing them to be strong leaders of the school's reading program. Other sources of information in order of their perceived importance were: reading experts, informal information exchange with colleagues, reading of professional literature, college preparation, and district inservice. (2) The participants perceived the following strategies as the most supportive: (a) the assurance of allocation of adequate materials and time for reading instruction; (b) the encouragement and support of a reading program which extends across the total curriculum; (c) the solicitation and acceptance of aid from experts in the field of reading and; (d) the observation and evaluation of reading lessons. (3) The principals felt that the following were their areas of greatest deficiency in providing their teachers with instructional leadership: (a) lack of time; (b) inadequate knowledge or expertise; (c) inadequate district curriculum support; (d) excessive paper work; (e) lack of experience and; (f) inadequate money. (4) More females answered questions affirmatively than men. There was also a significanly greater proportion of women than of men among the 10 "most effective" principals. (5) The "most effective" principals had significantly more teaching experience at the K-6 grade levels, though the "least effective" group had more overall years of teaching experience.

Conclusions. (1) Experience is the most helpful of all factors for allowing the elementary school principal to support the school's reading program. (2) Highest priority should be given to adequate materials, time for reading inservice, and positive support. (3) Women comprised 80 percent of the most effective instructional leaders of the reading program. (4) It is important for the principal to have had K-6 teaching experience.

Recommendations. (1) Parallel studies could be undertaken in other basic areas of the curriculum. (2) Studies of systems utilizing time more effectively could be helpful. (3) Appropriate checklists of supportive strategies could be devised. (4) School districts should maintain a continuous program of training for elementary school principals.

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